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ABSTRACT

The School-Community Collaboration Project was conducted to train personnel to infuse career education elements into the ongoing educational process and to increase the involvement of parents and the employment community in the process. Five Massachusetts school systems participated in the project, including fifty-four educational personnel and sixteen community representatives. The participants were involved in six days of workshop activities designed to alter their attitudes about community collaboration in career education and to determine their needs in carrying out this collaboration. An independent evaluator conducted both a summative and a formative evaluation based on pre/post-test data and observational data collected during and following the group training sessions. Test data supported that there were positive changes in the attitudes of school personnel toward community collaboration in the implementation of career education activities within their schools. Test data did not indicate that school personnel had increased their knowledge of models/techniques for greater community collaboration; however, observational data and reports of post-training activities indicated an increase. Observational data collected during the training sessions and reports of activities undertaken in four of the school districts after the initial training clearly indicated a measureable increase in the quantity and quality of career education activities engaged in by educational personnel. (BM)

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School: Community Collaboration Project
Contract #300770424
Oxford Public Schools
Oxford, MA. 01540

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Final Report

The objectives of the project, as stated in the original proposal, were:

- (1) To train educational personnel to the point where career education elements are infused into the ongoing educational process;
- (2) To greatly increase the involvement of the employing community and parents in the educational process to the extent that the educational process within the schools is improved and extended beyond the school walls; and
- (3) to focus these efforts so that the students involved, and not the institutions, are the prime beneficiaries.

The Auburn, Millbury, Oxford, Shrewsbury, and Worcester School Systems were involved in the project. Each school system nominated one school administrator and one community representative to participate on a Management Team, which was responsible for the direction of the project throughout the year.

The core group of participants in the project included: 54 educational personnel from the school systems, including superintendents, administrators, guidance counselors and teachers (k-12); and 16 community representatives.

Follow-up activities included the core group of participants in all cases.

An independent evaluation specialist conducted both a summative and a formative evaluation, and the results of the evaluation are attached.

The following is a brief narrative account of the project, with a focus on the outcome of the project and post-project plans.

A. Initial Training:

The initial segment of the project consisted of six days of workshops for the core group of participants. The intent of the workshops was to provide the participants with a set of experiences which would alter their attitudes about educational personnel and community representatives working together on a joint enterprise.

The activities included a mix of exercises which introduced the participants to the concept of working together; provided some specific examples of how the community could become involved in career education; provided a forum for educational person-

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nel to exchange information about existing career education activities within the schools; and assisted each system in the development of a career education plan and strategies for implementating that plan.

At the end of the six days of workshops provisions were made for follow-up activities to take place at each of the communities. Each group independently identified a common need, which is discussed later in this report. The following is an account of the activities conducted in each community.

Auburn:

The six days of workshops identified the need for a Coordinator of Career Education for the school system who would be responsible for internal (school system) development of career education (k-12) and external (community) linkages with the school system.

The educational personnel and the community representatives planned and implemented a strategy for convincing the school committee that this position was necessary, and worth budgeting for in spite of the current move to reduce school staff. The cost of this position was included in the 1978-79 school budget, and the school committee will determine if this position is to be filled in October, 1978.

Other joint activities included: A career education day at the junior high school level, with participants from 32 local businesses and industries; several release time training programs for all educational personnel, (jointly and separately) held over the spring; a two week curriculum workshop for secondary school personnel was conducted over the summer; one professional and one para-professional underwent two weeks of training in the development of a career resource center to be opened at the beginning of the school year.

Millbury:

The six days of workshops identified the need for a Coordinator of Career Education (k-12), and one was appointed at the end of the workshops.

The core group held a luncheon attended by over 100 community and school representatives designed to promote initial dialogue on the development of career education in Millbury. Each participant indicated their willingness to provide assistance, and follow-up calls were made to each to determine specific levels of involvement.

Released time programs were conducted for the entire staff, and two curriculum guides for grades 6-8 and 9-12 were produced during summer activities.

A Career Education Advisory Committee was developed, and has made plans for 1978-79 program development within the schools and town.

Oxford:

The six days of workshops led to the identification of a part-time Career Education Coordinator, and led to the first ever released time training day for all the educational personnel in the system.

One staff person and one community representative participated in a two week training program in the development of a career resource center to be opened at the beginning of the school year.

A Career Education Resource Group was formed, and is working with the superintendent of the formation of career education (k-12) activities.

Shrewsbury:

The follow-up activities included: Two workshops for all educational personnel in the system; the development of a School Employment Agency (see attachment); a summer program for 102 elementary grade students to explore a variety of careers and to analyze various work activities was conducted; two special programs for parents were conducted, to help the community become more aware of career education and their role in it.

Worcester:

Given the extend of career education within the Worcester Public schools, the focus of activities in this system was on the development of career resource rooms in each of the 4 high schools. The rooms will be staffed by one professional and community volunteers.

Community Resource Clearinghouse:

Each of the communities decided to initiate or expand career education programs which provided opportunities for students and educational personnel to explore the world-of-work, and for community members to participate in classroom activities.

Each of the communities, with project staff assistance, contacted a number of employers in their community to determine the types of resources available.

After some work in each community it became clear that the willingness of the community to cooperate with the schools was quite extensive and there was a growing need to coordinate the individual linkages between educational personnel and community personnel.

The work within the individual communities led to the development of a Centralized Community Resource Clearinghouse which would provide the mechanism for coordinating the individual linkages.

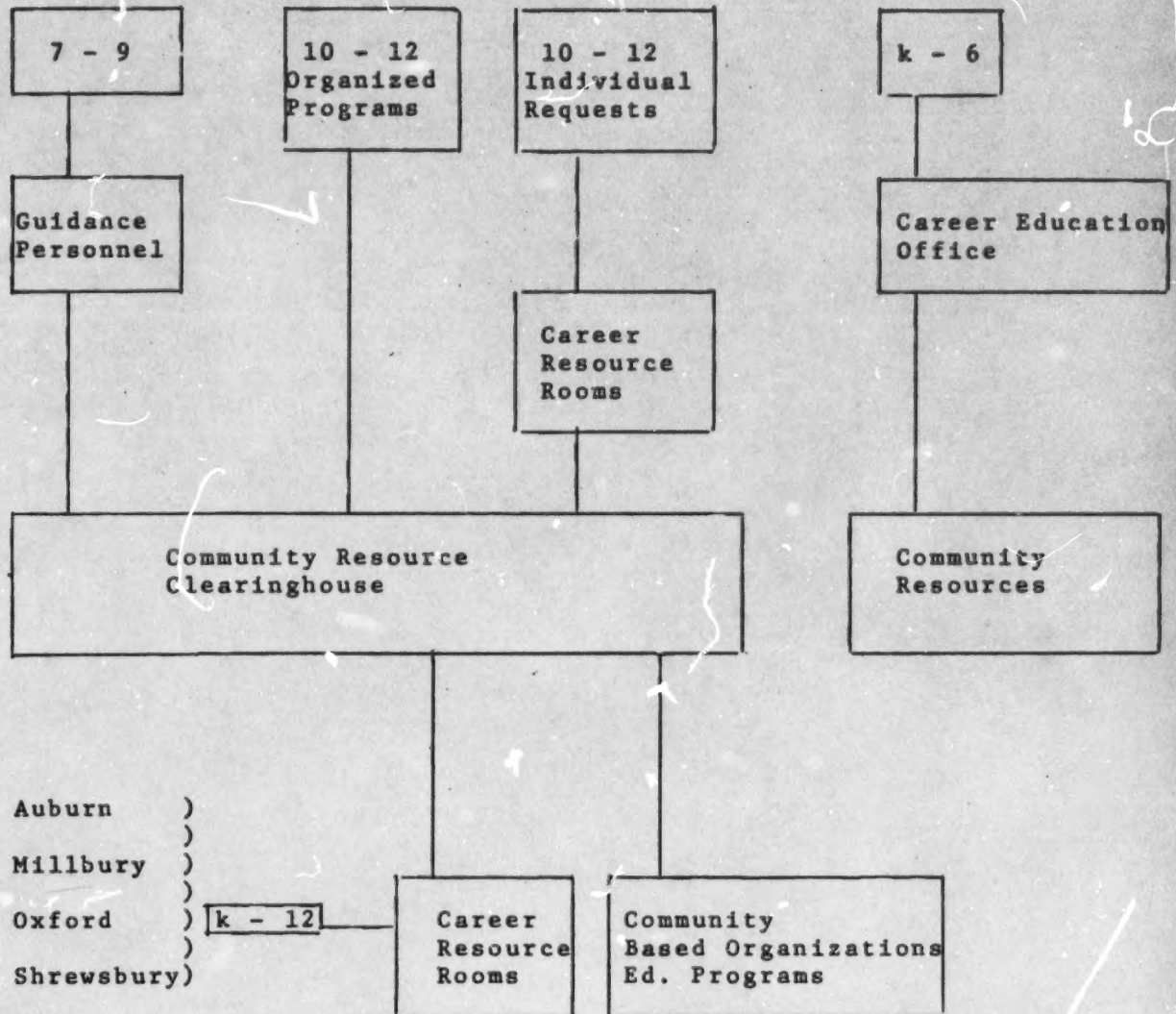
The following diagram indicates the general flow of information between the schools and community through the Clearinghouse. It must be stressed that there is a two way flow.

A file of all the available resources in each of the communities is maintained by the WACEC. Requests for tours, shadow experiences, work-exploration, or internships and requests for speakers or presenters, are forwarded to the Clearinghouse and matched with the appropriate resource.

Community representatives wanting to develop special education programs to offer to students, needing information about school programs, wanting input into curriculum, etc. will contact the Clearinghouse and be linked with the appropriate school personnel.

Attachment #3 gives a more complete description of the operation of the Clearinghouse.

WORCESTER PUBLIC SCHOOLS



Summary:

The overall impact of the project on the five communities involved can only be seen as quite positive.

Some took more advantage of the opportunities the project offered than others, not everything worked as expected, and the impact of the project does not end at an arbitrary date.

The extent to which the objectives of the project were achieved are formally stated in the attached evaluation. But there are other less formal signs that the project had an impact on the people and communities involved.

One major indication was the vast amount of time educational personnel, community representatives and trainers put into the project without compensation. While contracts required that personnel be compensated for their official time on the project, most people contributed time and energy on their off hours.

The six days of training provided a unique opportunity for educational personnel from different grade levels to share what they were doing in their respective positions. This led to the unexpected outcome of intra-school coordination of career education activities.

Although the communities involved in the project are only a few miles apart, most of the administrators from the school systems did not know each other. After being introduced through the project, several superintendents met with a number of their peers in the area and formed a collaborative to develop a Teacher Training Center.

With a few exceptions, the bulk of the training and consulting for the project was done by educational personnel and community representatives from the immediate area. The use of peers for the training continually reinforced the premise that career education works since practitioners and not theoreticians were selling the concept.

Two of the most committed community representatives were retired workers who had previously spent most of their time at school committee meetings arguing for budget cuts. They not only spent a considerable amount of time with the educational personnel on implementing the project, but led the local campaigns to fund the Career Education Coordinators position.

From a management viewpoint, the fact that the six days of workshops for 70 participants, the variety of follow-up activities at each community, and the formation of the Clearinghouse for the five communities involved, was accomplished with less than \$25,000 in HEW funds is quite impressive.

FINAL REPORT

Evaluation of School and Community

Collaboration Project

Submitted to:

Worcester Area Career Education Consortium, Inc.

By: J. Leslie Firth, Ed.D.

September 30, 1978

Final report on the evaluation of the School and Community Collaboration Project sponsored by the Oxford Public Schools and the Worcester Area Career Education Consortium (October 1, 1977 through September 30, 1978).

EVALUATION DESIGN

Based upon the behavioral objectives of the School and Community Collaboration Project, as stated in the grant proposal, the evaluation component of the project was designed to test three (3) hypotheses, as follows:

1. that the training to be provided for educational personnel through this project would produce positive changes in the attitudes of these personnel to community collaboration in the implementation of career education activities within their school systems;
2. that the training would bring about increased knowledge among these educational personnel of models and techniques for better utilization of community collaborative efforts; and
3. that the training would result in measurable increases in the amount of collaborative activity engaged in by the educational personnel trained by the project.

These hypotheses were to be tested by means of a pre/post-test instrument to be administered to the experimental group of trainees and to a matched control group, and through the collection and analysis of observational data both during and following the scheduled group training sessions. Hypothesis #1 would be accepted or rejected on the basis of data from the pre- and post-test responses. Hypothesis #2 would be tested by using data from the written test and from observations of individual and group activities. Hypothesis #3 was to be decided on the basis of observational data from post-training activities.

METHODOLOGY

A draft test instrument was developed to elicit written responses to 30 statements of opinion on career education concepts, community involvement in school activities, and management concepts, and to an equal number of questions on the respondent's current level of participation in career education activities. The draft instrument was field tested in October, 1977 by administration to three classroom teachers, three guidance counselors and two administrators of the Mario Umana High School in East Boston, and to four members of the school's parent and community advisory group. The field testing revealed that the second section of the instrument (the questions on current activities) posed considerable difficulties for non-school personnel since most of the questions related to school activities. Therefore, in consultation

with the field test participants, this entire section was revised and the questions on activities were rephrased in terms of desirable student outcomes. Responses to these revised questions were coded on a three-point scale in level of importance (very important, somewhat important and not important), and on a five-point scale in terms of perceived responsibility for achieving the outcome (school, home, employer, community as a whole, and student). A copy of the revised pre-test instrument is included in Appendix "A" of this report.

The revised pre-test instrument was administered to project trainees at the beginning of the first group training session on November 29, 1977. The instrument also was administered during early December to a matched control group (who were non-participants in the training) in Auburn, Millbury, Oxford and Shrewsbury. Since the trainees themselves had been assigned to participate in the project by their respective Superintendents of Schools rather than through random selection, no attempt was made to select members of the control group by random methods, but the Superintendents were asked to choose members for this group through a process of selective matching in order to insure compatibility with the trainee group in terms of relative numbers of administrators, counselors, teachers and community representatives.

For the pre-test, the trainee group consisted of 54 school personnel and 10 community representatives. The control group was made up of 39 school personnel and 9 community representatives.

During the spring of 1978, the pre-test instrument was revised and modified in order to clarify the instructions for each of the two sections. Headings were added above the response categories to save respondents on the post-test the trouble of referring back to page one to re-read the original instructions. However, in modifying the instrument, the wording of the statements of opinion and the student outcomes was left unchanged, and the order of the statements remained the same. A copy of the revised post-test instrument is included in Appendix "A".

The modified questionnaire was administered as a post-test to the trainee group at the final group training session held on June 1, 1978. At this time, 27 school personnel and 4 community representatives were present. Unfortunately, many members of the original trainee group were unable to attend because of other school or community commitments in connection with the closing days of the school year. A final administration of the post-test to the control group resulted in responses from 23 school personnel and 8 community representatives.

Observational data on the group and individual behavior and attitudes of the trainee group were recorded at each of the two-day training sessions held on November 29 and 30 and December 12 and 13, 1977, and January 11 and 12, 1978, and again at the final half-day training session held on June 1, 1978. Observational data also were collected at the regular monthly meetings of the Project Management Team held throughout the project period. The purpose of recording these observational data was to use them to validate and enhance the information collected through the pre- and post-test procedures.

ANALYSIS AND INTERPRETATION OF THE DATA

Following coding of the responses to the pre- and post-test instruments, analysis of the data included calculation of the mean and the sum of squares for the frequency distribution of the responses to each question. The means are tabulated in Appendix "B". The differences, if any, between the means, both within and between groups, were tested by a simple analysis of variance routine, with the F distribution being used as the criterion for determination of possible statistical significance.

On the pre-test, there were no significant differences observed between the means when the experimental group (trainees) and the control group were compared against each other in their responses to all questions. This lack of difference was interpreted as meaning that the members of the two matched groups held essentially similar views on career education activities and student outcomes at the beginning of the project period.

Within each of the two groups, however, there were statistically significant differences in the views of school personnel when compared to those of the community representatives. These differences were apparent in the responses to the following statements:

- #4 There should be increased use of non-certificated teachers in schools so that knowledgeable members of the community can be used to better advantage in the school system's total educational program.
- #7 It is absolutely essential that there be increased participation by the business-industry-labor community in making educational policy decisions for our school system.
- #19 The schools need to involve the business-industry-labor community much more closely in advising on the development of new curriculum materials and instructional methods.

School personnel in both the experimental and control groups tended to disagree with all three of these statements, while community representatives of both groups responded more positively. The analysis of variance routine showed that, for the experimental group, the difference between the mean responses of school personnel and community people to statement #4 was significant at the 5 percent level (i.e. the probability that such a difference could occur simply by chance was less than 5 out of 100 times). In the control group, this difference was significant at the one percent level (i.e. it was likely to occur by chance less than one time out of each 100 times).

For statements #7 and #19, the differences between the means of school personnel and community representatives in both the experimental and the control groups were significant at the one percent level.

In the post-test administration, the differences in the responses to these same three statements of school and community personnel within the control group were very similar to those on the pre-test, and again proved to be statistically significant at the one percent level. Within the experimental group, however, the responses of both school and community were

much more evenly distributed, and the differences between the means were no longer significant. Since the means of the community representatives were essentially similar to the mean frequencies of their responses on the pre-test, the overall change had to reflect a significant shift in the attitudes of school personnel in the experimental group in the direction of greater awareness of the need for closer community collaboration.

The second section of the pre/post-test instrument (statements #31 through #60) was designed to elicit responses on the importance of student outcomes and the responsibility for achieving them. There was little variation in the responses of the experimental and control groups to these questions in the pre-test, and no significant differences between the responses of the school and community personnel within each group. In the post-test administration, however, there was evidence of some shifts in the responses within the experimental group that were not matched by similar shifts in the control group. While none of these changes were significant, they are worth noting.

In response to #34 (students should understand how family, school, peer group, church, community and work experiences will influence their life style), both school personnel and community representatives in the experimental group tended to rate HOME as carrying the primary responsibility in the pre-test, but shifted to a rating of COMMUNITY as a whole in the post-test.

In response to #38 (students should realize that there are social, economic, educational and cultural factors to be considered in making career choices), the pre-test found school personnel rating this as a SCHOOL responsibility and community representatives choosing a rating of HOME. In the post-test, the community representatives continued to view this the same way, but the majority of the school personnel had shifted to a joint SCHOOL and HOME responsibility.

In response to #44 (students should have frequent opportunities to take field trips to observe others working in occupations in which they may be interested), and to #45 (students should be able to have people from outside the school come into the classrooms to talk about their work and the requirements for their jobs), the pre-test found school personnel in the experimental group choosing a rating of SCHOOL and the community representatives selecting EMPLOYER. In the post-test, both school and community personnel shifted to view these as a responsibility for the COMMUNITY as a whole.

Responses to the rating of importance of the various student outcomes proved uniformly narrow (very important or somewhat important) for all respondents on both the pre- and post-test administrations. It is to be noted that the instrument was not sensitive enough in this regard to elicit sufficient variation in responses.

The observational data collected during and following the training sessions and at meetings of the Project Management Team supported and confirmed the variations reported above in the responses of trainees to the written test instruments. At the beginning of the project, it was observed that community representatives tended to think of "community" as a broad entity which included the educational institutions, while school personnel were

more likely to make statements and express opinions which indicated they thought of the school as having a life of its own within its community setting. As the project proceeded, it became obvious that school personnel were beginning to broaden their views and to realize that the community embraced the educational sphere of activities.

Between the first and third training sessions, and in subsequent activities, considerable changes were observed in the way that the various community groups organized their separate meetings on implementation strategies. At the first session, most of the groups seemed to expect project staff to suggest strategies they might use. By the third session, and in their post-training activities in their home communities, all of the groups had a better grasp of the complexities of school and community relationships, and a clearer idea of what the specific barriers to collaboration were. Detailed reports of the post-training activities conducted in Auburn, Millbury, Oxford and Shrewsbury are included in the final project performance report.

Also under observational data reporting, note should be made of the proven value of the Project Management Team concept in providing on-going direction to the project. This group, consisting of school and community representatives from Worcester and each of the surrounding four communities, met regularly before and after each of the first three training sessions, and each month during the balance of the project. By serving as a forum for open discussion of all aspects of the project, and for the resolution of problems encountered by the group as a whole or any of the local groups in implementing the original design of the project, the Management Team provided the participating communities with a sense of "ownership" in the entire effort.

SUMMARY AND CONCLUSIONS

The evaluation component of the school and community collaboration project was designed to test the three hypotheses stated at the beginning of this report.

On the basis of statistically significant changes in the attitudes of school personnel in the trainee group, as measured by the pre/post-test procedure and as supported by the observational data, it is considered reasonable to accept the first hypothesis.

The pre/post-test procedure did not yield any empirical data on increased knowledge of school personnel of models and techniques for greater community collaboration. However, observational data, and the reports of post-training activities in Auburn, Millbury, Oxford and Shrewsbury, serve to indicate that there was such an increase on the part of school personnel, and it is postulated that the increase was sufficient to support the acceptance of the second hypothesis.

Observational data collected during the training sessions and the reports of activities undertaken in the four participating school districts after the initial training clearly indicate a measurable increase in the quantity and quality of career education activities engaged in by educational personnel. This increase justifies the acceptance of the third hypothesis.

APPENDIX "A"

Pre-test and Post-test Instruments

EDUCATORS AND EMPLOYERS COLLABORATION PROJECT

One of the purposes of this project is to find out what effect, if any, a series of joint training seminars for school personnel and community representatives may have on promoting closer collaboration between schools and their surrounding communities for the provision of career education activities for students.

The following questions are intended to let the project staff know something about your present thoughts on career education and community collaboration. There is no passing score. You will not be graded on your responses. There is no intent to mislead you by the way the questions are worded. You need not sign your name or identify yourself in any other way. However, you are asked to assign yourself a four-digit number that you will be able to remember at the end of the project. Write the number you choose in the four blank spaces provided at the top right corner of this page. Perhaps the last four digits of your telephone number will serve the purpose, or the first four digits of your Social Security number, or the month and date of your birthday. Whatever number you select for yourself, be sure to make a note of it so that you can remember it. At the end of the project, this questionnaire procedure will be repeated and you will be asked to write this same number at that time. We want to be able to check individual, as well as group, changes in responses when the project is completed.

Following are 30 statements of opinion about a variety of educational ideas and about community involvement in school activities. You may or may not agree with these statements. You are asked to react to each of these statements by circling a number to indicate the degree of your agreement or disagreement with the opinion expressed. The number 5 indicates strong agreement; 4 expresses partial agreement; 3 shows partial disagreement; 2 registers strong disagreement; and 1 indicates no opinion.

Circle one

- 5 4 3 2 1 Students need to have opportunities to explore a wide variety of career opportunities before making career choices, and the best way for them to learn about job opportunities is from representatives of business, industry and labor.
- 5 4 3 2 1 The expertise for implementing career education in our schools is not limited to those who are employed in formal educational settings but is to be found in other sectors of the society.
- 5 4 3 2 1 The career education approach in our schools will eliminate the problems of racial & sex stereotyping in career choice.
- 5 4 3 2 1 There should be increased use of non-certificated teachers in schools so that knowledgeable members of the community can be used to better advantage in the school system's total educational program.

Circle one

- 5 4 3 2 1 The State Department of Education should require all school systems to implement career education activities.
- 5 4 3 2 1 There should be a formal system for granting educational credit to students for learning that takes place outside the walls of the school.
- 5 4 3 2 1 It is absolutely essential that there be increased participation by the business-industry-labor community in making educational policy decisions for our school system.
- 5 4 3 2 1 The schools should operate on a year-round basis in order to make better use of school facilities, and to provide students with more time and flexibility for participating in educationally-related work experiences in the community.
- 5 4 3 2 1 The educational system must retain control over the certification of educational personnel in order that standards for professional qualification may be maintained.
- 5 4 3 2 1 Authority may be defined as the power to influence the conduct and actions of others.
- 5 4 3 2 1 A collection of capable individuals nearly always insures a capable working group.
- 5 4 3 2 1 There should be greatly increased effort made by the schools to insure that community youth programs are educationally sound.
- 5 4 3 2 1 Creative effort and productive work are the same thing.
- 5 4 3 2 1 Today it is possible for a girl to aspire to any career field if she is willing to put her mind to it.
- 5 4 3 2 1 Change is truly accomplished when a level of performance and effectiveness can be maintained without requiring a continued expenditure of energy and effort to maintain that change.
- 5 4 3 2 1 Since work (as defined in career education) includes unpaid activities as well as paid employment, the concerns of career education must extend to the student as a learner, to the growing numbers of volunteer workers in our society, to the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.
- 5 4 3 2 1 There is a great need for an open-entry/open-exit educational system that allows its students to combine schooling with work in ways that fit their individual needs and educational motivations.
- 5 4 3 2 1 Good information will usually insure good decisions.

Circle one

- 5 4 3 2 1 The schools need to involve the business-industry-labor community much more closely in advising on the development of new curriculum materials and instructional methods.
- 5 4 3 2 1 Economics is such a complex subject that it is a waste of time for schools to try to teach it below the college level.
- 5 4 3 2 1 Community human service agencies do not provide good work experience for school students because they are not educationally-oriented work settings.
- 5 4 3 2 1 The schools must have their own job placement services for students because there are no other community agencies that understand the needs of today's youth or that know anything about helping young people find jobs.
- 5 4 3 2 1 It is usually more dangerous to act without sufficient knowledge than it is to slow down the whole process while additional information is being obtained.
- 5 4 3 2 1 Each teacher in a school should be responsible for making his/her own contacts in the business-industry-labor community for placing students in work experience settings because only the teachers know what the individual needs of the students are.
- 5 4 3 2 1 One of the best ways of finding business and industry support for career education activities is through local service organizations such as the Rotary and Kiwanis.
- 5 4 3 2 1 Students of decision-making agree that it can and should be separated from decision-implementation.
- 5 4 3 2 1 Only those career education activities which take place in the school itself can properly be called educational; any related activities outside the school walls should be called field experience.
- 5 4 3 2 1 An advisory group may be given so much freedom that it generates too much anxiety and so blocks creativity and productivity.
- 5 4 3 2 1 There is no adequate system for evaluating all of the many career education curriculum materials and other resources that are currently available to the schools.
- 5 4 3 2 1 Placement is the assistance given to individuals in the choice of an appropriate occupational or educational situation, and includes the actions necessary for individuals to make the transition to the chosen situation.

Following are 30 statements of some of the benefits that may accrue to students from career education activities. You are asked to make two judgments on each statement. First, in the left hand margin, you are requested to indicate how important you think the statement is by circling the number 3 for very important, 2 for somewhat important, and 1 for not important. Second, in the right hand margin, you are asked to indicate who you think is primarily responsible for providing the activity described by circling the number 5 for school responsibility, 4 for home, 3 for employer, 2 for community as a whole, or 1 for student (i.e. self responsibility).

Importance
(circle one)

Responsibility
(circle one)

STUDENTS SHOULD:

- | | | |
|-------|---|-----------|
| 3 2 1 | be provided with simulated work experiences so that they may become better aware of job skills and have opportunities to examine tentative job choices. | 5 4 3 2 1 |
| 3 2 1 | understand the relationship of possible career choices to current economic trends in the local community, the state and the nation. | 5 4 3 2 1 |
| 3 2 1 | be provided with opportunities to relate their hobbies and out-of-school activities to the school curriculum. | 5 4 3 2 1 |
| 3 2 1 | understand how family, school, peer group, church, community and work experiences will influence their life-style. | 5 4 3 2 1 |
| 3 2 1 | know that careful planning and setting of priorities are necessary to achieve short- and long-range goals and objectives. | 5 4 3 2 1 |
| 3 2 1 | understand that self-awareness and self-knowledge are essential for educational and occupational planning. | 5 4 3 2 1 |
| 3 2 1 | become aware of their own limitations, as well as their strengths, in order to make realistic plans for themselves. | 5 4 3 2 1 |
| 3 2 1 | realize that there are social, economic, educational and cultural factors to be considered in making career choices. | 5 4 3 2 1 |
| 3 2 1 | learn that there is a close relationship between levels of educational achievement and career aspirations. | 5 4 3 2 1 |
| 3 2 1 | know that course selections in high school have an important influence on tentative career choices. | 5 4 3 2 1 |

Importance
(circle one)

Responsibility
(circle one)

STUDENTS SHOULD:

- | | | |
|-------|--|-----------|
| 3 2 1 | be provided with information on the various career opportunities that are related to the high school subjects (English, history, science, foreign languages, etc.) that they are required to take. | 5 4 3 2 1 |
| 3 2 1 | know that different occupations require different types of educational preparation. | 5 4 3 2 1 |
| 3 2 1 | become familiar with employment opportunities in the local community. | 5 4 3 2 1 |
| 3 2 1 | have frequent opportunities to take field trips to observe others working in occupations in which they may be interested. | 5 4 3 2 1 |
| 3 2 1 | be able to have people from outside the school come into the classrooms to talk about their work and the requirements for their jobs. | 5 4 3 2 1 |
| 3 2 1 | have easy access to books, catalogs, films, filmstrips, and other information on the world of work in order to be able to study about various career fields. | 5 4 3 2 1 |
| 3 2 1 | have the opportunity to make realistic plans and choices for themselves. | 5 4 3 2 1 |
| 3 2 1 | learn that they are responsible for what happens as a result of their decisions. | 5 4 3 2 1 |
| 3 2 1 | become aware that there are many constructive ways in which they may use their leisure time. | 5 4 3 2 1 |
| 3 2 1 | be given the reassurance that "going to school" is a productive "work role". | 5 4 3 2 1 |
| 3 2 1 | be provided with useful information about employer expectations. | 5 4 3 2 1 |
| 3 2 1 | become familiar with the use of basic tools, equipment and materials associated with the "world of work". | 5 4 3 2 1 |
| 3 2 1 | be given experience in preparing job applications and resumes, and in techniques related to securing employment. | 5 4 3 2 1 |
| 3 2 1 | have opportunities for acquiring practical experience in the use of social skills necessary for conducting job interviews. | 5 4 3 2 1 |

Importance
(circle one)

Responsibility
(circle one)

3 2 1	STUDENTS SHOULD: learn to present information about themselves, their training, their abilities and their ex- periences to potential employers in a natural and convincing way.	5 4 3 2 1
3 2 1	be provided with practical help in planning and preparing for a "next step" beyond high school in either immediate employment or further education and training.	5 4 3 2 1
3 2 1	develop an appreciation for the personal, social and economic significance of work.	5 4 3 2 1
3 2 1	develop a thorough and unbiased understanding of the free enterprise system.	5 4 3 2 1
3 2 1	be made aware that there are many resources, human and material, available to them outside of the school walls that can assist them in exploring and choosing career directions.	5 4 3 2 1
3 2 1	explore the many opportunities that are avail- able to them in their immediate community, in school and out of school, for learning that a job well done is a source of self- satisfaction.	5 4 3 2 1

THANK YOU FOR RESPONDING TO THIS QUESTIONNAIRE.

Worcester Area Career Education Consortium, Inc.
Mechanics Tower, Suite 350
Worcester, MA 01608

Worcester Area Career Education Consortium, Inc.

SCHOOL/COMMUNITY COLLABORATION PROJECT

One of the purposes of this project has been to find out what effect, if any, a series of joint training seminars and follow-up activities for school personnel and community representatives might have on promoting closer collaboration between schools and their surrounding communities for the provision of career education for students.

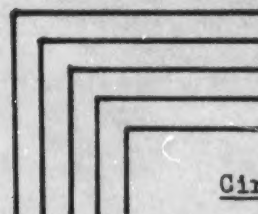
At the beginning of the project, you were asked to complete a questionnaire designed to let the project staff know something about your thoughts on career education and community collaboration. You were asked also at that time to assign yourself a four-digit number (eg. the last four digits of your telephone number, or the first four digits of your Social Security number, or the month and date of your birthday, etc.), to write this number on the questionnaire form, and to make a note of the number you chose so that you would be able to remember it.

Now we are asking you to complete a similar questionnaire to find out if any of your opinions about school and community collaboration in career education have changed since the start of the project.

There is a block with five blank spaces at the top right corner of this page. In the space at the far left of the block, please write an S if you are an employee of a school system, or a C if you are a community representative; then, in the remaining four spaces in the block, write the same four-digit number you chose for yourself to use on the original questionnaire.

Now you are ready to fill out the rest of the questionnaire. Please turn the page.

Following are 30 statements of opinion about a variety of educational ideas and about community involvement in school activities. You may or may not agree with these statements. You are asked to react to each of these statements by circling a number to indicate the degree of your agreement or disagreement with the opinion expressed, as follows:

- 
- 5. strong agreement
 - 4. partial agreement
 - 3. partial disagreement
 - 2. strong disagreement
 - 1. no opinion
- Circle one response

- 5 4 3 2 1 Students need to have opportunities to explore a wide variety of career opportunities before making career choices, and the best way for them to learn about job opportunities is from representatives of business, industry and labor.
- 5 4 3 2 1 The expertise for implementing career education in our schools is not limited to those who are employed in formal educational settings but is to be found in other sectors of the society.
- 5 4 3 2 1 The career education approach in our schools will eliminate the problems of racial & sex stereotyping in career choice.
- 5 4 3 2 1 There should be increased use of non-certificated teachers in schools so that knowledgeable members of the community can be used to better advantage in the school system's total educational program.
- 5 4 3 2 1 The State Department of Education should require all school systems to implement career education activities.
- 5 4 3 2 1 There should be a formal system for granting educational credit to students for learning that takes place outside the walls of the school.
- 5 4 3 2 1 It is absolutely essential that there be increased participation by the business-industry-labor community in making educational policy decisions for our school system.
- 5 4 3 2 1 The schools should operate on a year-round basis in order to make better use of school facilities, and to provide students with more time and flexibility for participating in educationally-related work experiences in the community.
- 5 4 3 2 1 The educational system must retain control over the certification of school personnel in order that standards for professional qualification may be maintained.

Circle one

5. strong agreement
4. partial agreement
3. partial disagreement
2. strong disagreement
1. no opinion

- 5 4 3 2 1 Authority may be defined as the power to influence the conduct and actions of others.
- 5 4 3 2 1 A collection of capable individuals nearly always insures a capable working group.
- 5 4 3 2 1 There should be greatly increased effort made by the schools to insure that community youth programs are educationally sound.
- 5 4 3 2 1 Creative effort and productive work are the same thing.
- 5 4 3 2 1 Today it is possible for a girl to aspire to any career field if she is willing to put her mind to it.
- 5 4 3 2 1 Change is truly accomplished when a level of performance and effectiveness can be maintained without requiring a continued expenditure of energy and effort to maintain that change.
- 5 4 3 2 1 Since work (as defined in career education) includes unpaid activities as well as paid employment, the concerns of career education must extend to the student as a learner, to the growing numbers of volunteer workers in our society, to the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.
- 5 4 3 2 1 There is a great need for an open entry/open exit educational system that allows its students to combine schooling with work in ways that fit their individual needs and educational motivations.
- 5 4 3 2 1 Good information will usually insure good decisions.
- 5 4 3 2 1 The schools need to involve the business-industry-labor community much more closely in advising on the development of new curriculum materials and instructional methods.
- 5 4 3 2 1 Economics is such a complex subject that it is a waste of time for schools to try to teach it below the college level.
- 5 4 3 2 1 Community human service agencies do not provide good work experience for school students because they are not educationally-oriented work settings.
- 5 4 3 2 1 The schools must have their own job placement services for students because there are no other community agencies that understand the needs of today's youth or that know anything about helping young people to find jobs.

Circle one

5. strong agreement
4. partial agreement
3. partial disagreement
2. strong disagreement
1. no opinion

- 5 4 3 2 1 It is usually more dangerous to act without sufficient knowledge than it is to slow down the whole process while additional information is being obtained.
- 5 4 3 2 1 Each teacher in a school should be responsible for making his/her own contacts in the business-industry-labor sector for placing students in work experience settings because only the teachers know what the individual needs of the students are.
- 5 4 3 2 1 One of the best ways of finding business and industry support for career education activities is through local service organizations such as the Rotary and Kiwanis.
- 5 4 3 2 1 Students of decision-making agree that it can and should be separated from decision implementation.
- 5 4 3 2 1 Only those career education activities which take place in the school itself can properly be called educational; any related activities outside the school walls should be called field experience.
- 5 4 3 2 1 An advisory group may be given so much freedom that it generates too much anxiety and so blocks creativity and productivity.
- 5 4 3 2 1 There is no adequate system for evaluating all of the many career education curriculum materials and other resources that are currently available to the schools.
- 5 4 3 2 1 Placement is the assistance given to individuals in the choice of an appropriate occupational or educational situation, and includes the actions necessary for individuals to make the transition to the chosen situation.

PLEASE TURN TO THE NEXT PAGE

Following are 30 statements of some of the benefits that may accrue to students from career education activities. You are asked to make two responses to each statement. In the left margin, you should circle one appropriate number to indicate how important you think the statement is; then, in the right margin, you are asked to circle one number to show who you think should be primarily responsible for providing that activity, as follows:

Importance
(Circle one)

Responsibility
(Circle one)

3 very important
2 somewhat important
1 not important

student
community
employer
home
school

1
2
3
4
5

- 3 2 1 STUDENTS SHOULD:
- 3 2 1 be provided with simulated work experiences so that they may become better aware of job skills and have opportunities to examine tentative job choices.
- 3 2 1 understand the relationship of possible career choices to current economic trends in the local community, the state and the nation.
- 3 2 1 be provided with opportunities to relate their hobbies and out-of-school activities to the school curriculum.
- 3 2 1 understand how family, school, peer group, church, community and work experiences will influence their life-style.
- 3 2 1 know that careful planning and setting of priorities are necessary to achieve short- and long-range goals and objectives.
- 3 2 1 understand that self-awareness and self-knowledge are essential for educational and occupational planning.
- 3 2 1 become aware of their own limitations, as well as their strengths, in order to make realistic plans for themselves.
- 3 2 1 realize that there are social, economic, educational and cultural factors to be considered in making career choices.
- 3 2 1 learn that there is a close relationship between levels of educational achievement and career aspirations.

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

Importance
(Circle one)

- 3 very important
2 somewhat important
1 not important

Responsibility
(Circle one)

- student 1
community 2
employer 3
home 4
school 1

<u>Importance</u> (Circle one)		<u>Responsibility</u> (Circle one)
3	very important	student 1
2	somewhat important	community 2
1	not important	employer 3
		home 4
		school 1
STUDENTS SHOULD:		
3 2 1	know that course selections in high school have an important influence on tentative career choices.	5 4 3 2 1
3 2 1	be provided with information on the various career opportunities that are related to the high school subjects (English, history, science, foreign languages, etc.) that they are required to take.	5 4 3 2 1
3 2 1	know that different occupations require different types of educational preparation.	5 4 3 2 1
3 2 1	become familiar with employment opportunities in the local community.	5 4 3 2 1
3 2 1	have frequent opportunities to take field trips to observe others working in occupations in which they may be interested.	5 4 3 2 1
3 2 1	be able to have people from outside the school come into the classrooms to talk about their work and the requirements for their jobs.	5 4 3 2 1
3 2 1	have easy access to books, catalogs, films, filmstrips, and other information on the world of work in order to be able to study about various career fields.	5 4 3 2 1
3 2 1	have the opportunity to make realistic plans and choices for themselves.	5 4 3 2 1
3 2 1	learn that they are responsible for what happens as a result of their decisions.	5 4 3 2 1
3 2 1	become aware that there are many constructive ways in which they may use their leisure time.	5 4 3 2 1
3 2 1	be given the reassurance that "going to school" is a productive "work role".	5 4 3 2 1
3 2 1	be provided with useful information about employer expectations.	5 4 3 2 1
3 2 1	become familiar with the use of basic tools, equipment and materials associated with the "world of work".	5 4 3 2 1

Importance
(Circle one)
3 very important
2 somewhat important
1 not important

Responsibility
(Circle one)
student 1
community 2
employer 3
home 4
school 5

3 2 1	STUDENTS SHOULD: be given experience in preparing job applications and resumes, and in techniques related to securing employment.	5 4 3 2 1
3 2 1	have opportunities for acquiring practical exper- ience in the use of social skills necessary for conducting job interviews.	5 4 3 2 1
3 2 1	learn to present information about themselves, their training, their abilities and their experiences to potential employers in a natural and convincing way.	5 4 3 2 1
3 2 1	be provided with practical help in planning and preparing for a "next step" beyond high school in either immediate employment or further education and training.	5 4 3 2 1
3 2 1	develop an appreciation for the personal, social and economic significance of work.	5 4 3 2 1
3 2 1	develop a thorough and unbiased understanding of the free enterprise system.	5 4 3 2 1
3 2 1	be made aware that there are many resources, human and material, available to them outside of the school walls that can assist them in exploring and choosing career directions.	5 4 3 2 1
3 2 1	explore the many opportunities that are available to them in their immediate community, in school and out of school, for learning that a job well done is a source of self-satisfaction.	5 4 3 2 1

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX "B"

Statistical means derived from
analysis of experimental and
control group responses to the
pre- and post-test instruments

		EXPERIMENTAL GROUP			CONTROL GROUP		
		N		N	N		N
S=School		54		27	39		23
C=Community		10		4	9		8
T=Combined		64		31	48		31
		Pre-test	Post-test		Pre-test	Post-test	
# 1	S	4.22	4.11		4.23	4.30	
	C	4.50	4.50		4.44	4.50	
	T	4.24	4.16		4.27	4.35	
# 2		4.64	4.51		4.61	4.60	
		4.70	4.75		4.66	4.62	
		4.65	4.54		4.62	4.61	
# 3		3.33	3.37		3.30	3.34	
		3.10	3.25		3.22	3.25	
		3.29	3.35		3.29	3.32	
# 4		3.35	4.00		3.20	3.08	
		4.40	4.25		4.22	4.37	
		3.48	4.03		3.39	3.41	
# 5		3.90	3.88		4.02	4.13	
		4.40	4.00		4.77	4.62	
		4.03	3.90		4.16	4.25	
# 6		4.40	4.37		4.38	4.34	
		4.20	4.25		4.11	4.25	
		4.37	4.35		4.33	4.32	
# 7		3.51	4.07		3.56	3.34	
		4.60	4.50		4.66	4.62	
		3.68	4.12		3.77	3.67	
# 8		3.53	3.51		3.82	3.87	
		3.70	3.75		3.66	3.50	
		3.56	3.54		3.72	3.77	
# 9		4.35	4.00		4.43	4.34	
		3.80	3.75		3.77	3.75	
		4.26	3.96		4.35	4.19	
# 10		4.03	3.96		4.20	4.13	
		4.00	4.00		4.33	4.25	
		4.02	3.97		4.22	4.16	
# 11		3.24	3.00		3.23	3.30	
		2.70	2.75		2.55	2.75	
		3.15	2.96		3.10	3.16	
# 12		3.64	3.77		3.74	3.91	
		3.90	3.75		4.11	4.00	
		3.68	3.77		3.81	3.93	
# 13		2.68	2.70		2.64	2.65	
		2.80	2.75		2.77	2.75	
		2.70	2.71		2.66	2.67	
# 14		3.35	3.25	29	3.41	3.08	
		2.90	3.00		2.77	2.75	
		3.28	3.22		3.29	3.00	

S=School C=Community T=Combined		EXPERIMENTAL GROUP			CONTROL GROUP		
		N		N	N		N
		54		27	39		23
		10 Pre-test	Post-test	4	9 Pre-test	Post-test	8
		64		31	48		31
# 15	S	3.42	3.37		3.58	3.82	
	C	3.10	3.25		3.66	3.75	
	T	3.37	3.35		3.60	3.80	
# 16		4.36	4.50		4.56	4.60	
		4.80	4.75		4.77	4.62	
		4.43	4.54		4.60	4.61	
# 17		4.36	4.37		4.53	4.52	
		4.40	4.25		4.66	4.62	
		4.37	4.35		4.56	4.54	
# 18		3.74	3.96		3.56	3.56	
		4.40	4.25		4.33	4.25	
		3.85	4.00		3.70	3.74	
# 19		3.88	4.14		4.00	3.91	
		4.80	4.50		4.77	4.75	
		4.03	4.19		4.14	4.12	
# 20		2.42	2.40		2.10	2.13	
		2.10	2.25		2.11	2.00	
		2.37	2.39		2.10	2.10	
# 21		2.35	2.40		2.15	2.26	
		2.00	2.25		2.00	2.12	
		2.29	2.39		2.12	2.22	
# 22		2.50	2.70		2.35	2.34	
		2.80	2.75		3.00	2.75	
		2.54	2.71		2.47	2.45	
# 23		4.16	4.14		4.41	4.34	
		4.50	4.50		4.44	4.50	
		4.21	4.19		4.41	4.38	
# 24		2.24	2.14		2.23	2.34	
		2.10	2.25		2.11	2.00	
		2.21	2.16		2.20	2.25	
# 25		3.09	3.25		2.89	2.82	
		3.40	3.50		3.55	3.50	
		3.14	3.29		3.23	3.00	
# 26		2.12	2.00		1.89	2.00	
		1.80	1.75		2.00	2.12	
		2.07	1.96		1.91	2.03	
# 27		2.27	2.22		2.33	2.34	
		2.40	2.50		2.44	2.37	
		2.29	2.25		2.35	2.35	
# 28		3.31	3.25	30	3.38	3.34	
		2.50	2.50		2.66	2.75	
		3.18	3.16		3.25	3.19	

		EXPERIMENTAL GROUP			CONTROL GROUP		
		N		N	N		N
S=School		54		27	39		23
C=Community		10	Pre-test	4	9	Pre-test	8
T=Combined		64		31	48		31
# 29	S C T	3.14		3.03	3.53		3.56
		2.70		2.75	2.77		2.75
		3.07		3.00	3.39		3.35
# 30		4.07		4.00	4.30		4.34
		3.80		3.75	3.66		3.75
		4.03		3.96	4.12		4.19
# 31		2.68 school		2.70 school/comm	2.69 school/comm		2.69 school/com
		2.70 school		2.75 school/comm	2.77 school/comm		2.75 school/com
		2.69 school		2.71 school/comm	2.70 school/comm		2.71 school/com
# 32		2.81 school		2.81 school	2.84 school		2.86 school
		2.80 school		2.75 school	2.77 school		2.75 school
		2.81 school		2.80 school	2.83 school		2.83 school
# 33		2.22 school		2.29 school	2.23 school		2.43 school
		2.80 school		2.75 school	2.77 school		2.75 school
		2.31 school		2.35 school	2.33 school		2.51 school
# 34		2.90 home		2.88 community	2.58 home		2.91 home
		2.90 home		2.75 community	2.89 home/comm		2.87 home
		2.90 home		2.87 community	2.91 home		2.90 home
# 35		2.94 school		2.92 school	2.94 school		2.95 school
		2.90 home		2.75 school	2.89 home		2.87 home
		2.91 school		2.90 school	2.93 school		2.93 school
# 36		2.92 school		2.88 school	2.92 school		2.91 school
		2.90 home		2.75 school	2.89 home		2.87 home
		2.91 school		2.87 school	2.91 school		2.90 school
# 37		2.98 school		2.95 school	2.94 school		2.95 school
		2.90 school		2.75 school	2.89 home		2.87 home
		2.92 school		2.93 school	2.93 school		2.93 school
# 38		2.61 school		2.55 school/home	2.59 school		2.60 school
		2.60 home		2.50 home	2.66 home		2.62 home
		2.61 school		2.54 school/home	2.60 school		2.61 school
# 39		2.70 school		2.70 school	2.74 school		2.73 school
		2.50 school		2.50 school	2.66 school		2.62 school
		2.67 school		2.67 school	2.72 school		2.71 school
# 40		2.75 school		2.74 school	2.82 school		2.82 school
		2.40 school		2.50 school	2.55 school		2.50 school
		2.70 school		2.71 school	2.75 school		2.74 school
# 41		2.72 school		2.70 school	2.74 school		2.73 school
		2.50 school		2.50 school	2.66 school		2.62 school
		2.68 school		2.67 school	2.72 school		2.71 school
# 42		2.88 school		2.88 school	2.89 school		2.86 school
		2.60 school		2.75 school	2.77 school		2.75 school
		2.84 school		2.87 school	2.87 school		2.83 school

		EXPERIMENTAL GROUP				CONTROL GROUP			
		N		N		N		N	
S=School C=Community T=Combined		54		27		39		23	
		10	Pre-test	4	Post-test	9	Pre-test	8	Post-test
		64		31		48		31	
# 43	S C T	2.51 community 2.70 employer 2.54 community	2.55 community 2.75 community 2.58 community	2.53 community 2.77 employer 2.58 community	2.56 community 2.75 employer 2.61 community				
# 44		2.57 school 2.80 employer 2.60 school	2.55 community 2.75 community 2.58 community	2.61 school 2.77 employer 2.64 school	2.60 school 2.75 employer 2.67 school				
# 45		2.68 school 2.80 employer 2.70 school	2.70 community 2.75 community 2.71 community	2.74 school 2.77 employer 2.75 school	2.73 school 2.75 employer 2.74 school				
# 46		2.83 school 2.80 school 2.82 school	2.81 school 2.75 school 2.80 school	2.84 school 2.77 school 2.83 school	2.86 school 2.75 school 2.83 school				
# 47		2.88 student 2.60 school 2.84 student	2.88 school 2.50 school 2.83 school	2.92 student 2.77 school 2.89 student	2.91 student 2.75 school 2.87 student				
# 48		2.90 home 2.90 home/student 2.90 home/student	2.96 home 2.75 home/student 2.93 home/student	2.94 home 2.89 student 2.93 home/student	2.95 home 2.87 student 2.93 home				
# 49		2.66 home 2.90 home 2.70 home	2.70 home 2.75 home 2.71 home	2.61 home 2.89 home 2.66 home	2.60 home 2.87 home 2.67 home				
# 50		2.68 home 2.40 school/home 2.64 home	2.70 home 2.50 home 2.67 home	2.69 home 2.55 school/home 2.66 home	2.69 home 2.50 home 2.64 home				
# 51		2.74 employer 2.80 employer 2.75 employer	2.74 employer 2.75 employer 2.74 employer	2.76 employer 2.77 employer 2.77 employer	2.73 employer 2.75 employer 2.74 employer				
# 52		2.50 school/empl 2.80 school/empl 2.54 school/empl	2.55 school/empl 2.75 school/empl 2.58 school/empl	2.53 school/empl 2.77 school/empl 2.58 school/empl	2.52 sch/empl 2.75 sch/empl 2.58 sch/empl				
# 53		2.85 school 2.90 school 2.86 school	2.88 school 2.75 school 2.87 school	2.87 school 2.89 school 2.87 school	2.86 school 2.87 school 2.87 school				
# 54		2.74 school 2.90 school 2.76 school	2.70 school 2.75 school 2.71 school	2.76 school 2.89 school 2.79 school	2.73 school 2.87 school 2.77 school				
# 55		2.77 school 2.90 school 2.79 school	2.81 school 2.75 school 2.80 school	2.79 school 2.89 school 2.81 school	2.78 school 2.87 school 2.80 school				
# 56		2.85 school 2.90 school 2.86 school	2.81 school 2.75 school 2.80 school	2.87 school 2.89 school 2.87 school	2.86 school 2.87 school 2.87 school				

[illegible]

WORCESTER AREA
CAREER EDUCATION CONSORTIUM
Mechanics Tower Suite 350
Worcester, Massachusetts 01608
617-753-2924

As part of the School:Community Collaboration Project a community representative volunteered to conduct an informal survey of people's attitudes about collaboration.

A small sub-group of the project developed a general outline of the issues surrounding collaboration that they would like others to react to, and then the community representative (Ms. Michele Stranger, Executive Director, Family Planning Services of Central Mass.) asked her board of directors and others associated with her agency to spend some time discussing the issue of collaboration.

In all, 37 people from central and southern Worcester County were surveyed:

- 7 hospital and health care administrators,
- 10 social service agency directors and staff;
- 12 individuals from the general community;
- 8 representatives from the business sector.

Each received a copy of the ideas developed by the sub-group (see attached) and were asked to give their own reactions.

The responses were collated and developed into a list of advantages and disadvantages to collaboration. The results are attached under those headings.

ADVANTAGES OF COLLABORATION

- * Opportunity for personal input
- * Development of and access to extended resource base
- * Create more interesting classrooms
- * Increase the potential of meeting goals and objectives of Career Education
- * Increases accountability
- * Decreases the "risk" of becoming the scapegoat
- * Increase knowledge base of resources - personal and institutional.
- * Assures representation in the political realm at local, state and nation levels re: influencing legislation
- * Can meet personal and institutionally defined needs

POTENTIAL BARRIERS TO COLLABORATION

- * Overall resistance to change - both attitudes and behavior
- * Loss of power and influence of special interest groups
- * Time and money
- * Overcoming traditional "mind acts"
- * Fear of the new, unfamiliar
- * Loss of identity
- * Being asked to examine assumptions
- * Understand motivation
- * Cannot prove that collaboration works - no guarantees
- * Provincialism

ADVANTAGES OF COLLABORATION

- A. Provides an opportunity for the individuals and institutions involved to expand their political base. Holds potential for increasing political power.

Collaboration increase the possibility for institutional exposure. Potential increase in the support base for the institutions and the individuals involved.

Provides an opportunity for gaining more "territory" - impacting more people and/or institutions.

Good public relations.

- B. Opportunity for diversified input from other individuals and institutions.

Broadens the perspective of the participant(s).

Provides additional resources for consultation.

- C. Counteracts the general assumptions about institutional isolation. General assumption is that individual institutions are isolated entities with their own territory, acting out a "don't tell me what to do" attitude. Collaboration provides reinforcement to concept that institution's activities are interrelated.

- D. Creates a feeling of ownership and shared responsibility for determining a problem and defining a solution.

- E. Provides a "neutral territory" to work out common issues in a manner that reduces threat to own territory. Allows for more focus on the idea since it is not attached to any one organization. Helps objectify the concept (issue) that the group is working on by encouraging each member to come into the experience from a different perspective.

BARRIERS TO COLLABORATION

- A. Lack of real acceptance that noneducators can actually assist in the development of an educational program.

"Experts" enter the collaborative process with pre-existing guidelines, and are perceived as being inflexible. Initiating institution (it is assumed) will not relinquish power and control.

- B. Members enter with negative assumptions/bias/stereotypes about the other participants.

Noneducators are usually under utilized, and the general assumption is that they are not going to be fully used (in the best sense of the word) but asked to perform rubber stamp functions.

The general assumption is that "others" are not really qualified to effectively deal with the issue, and is rein-

forced by the "others" expressing the feeling that they are not really qualified to effectively deal with the issue.

C. Collaboration leads to a need to deal with group process and group decision making, which takes longer than individual decision making. Since the process takes more time to develop or implement a "product" the level of frustration builds, and members find it easier to give in to decisions being made for them.

D. The usual barriers to collaboration are stronger with school: community collaboration, for assumptions about educators and the educational process are more firmly reinforced from an early age.

NB: An important aspect of the discussions around collaboration was the firm sense that 1:1 collaboration could not take place under most situations; that collaboration needed to include members of a variety of institutions, of which the educational system was one member.

In response to a growing number of requests from educational personnel and employers, the Worcester Area Career Education Consortium has established a Community Resource Clearinghouse (CRC). Since 1975, the need for such a service has been identified and reinforced to the point where it has become a reality. The CRC offers coordinated access for all "unpaid" Field Experience Education (FEE) projects, including career, occupational and training activities.

WHAT IS THE COMMUNITY RESOURCE CLEARINGHOUSE?

A central office for the collection and dissemination of information on services and programs designed to improve the transition from school to work. Its major service: a constantly expanding inventory of community resources from the public and private sector willing to participate in FEE projects. The clearinghouse responds to a **need** for a coordinated approach to make community resources available. It provides a **service** to students, educational personnel and employers who have identified career interests and training needs.

WHAT ARE THE ADVANTAGES?

- Coordinated access to secure placements in a broad range of community resource sites.
- A comprehensive directory listing occupations available for exploration.
- Updated information on site availability, including special activities for different age and interest groups.
- One call to secure all placements.
- Trained staff to develop new sites (average time 1 week).
- Appropriate referral to a full range of community resources and educational support services.
- A list of participating personnel to promote collaboration.
- Daily records for insurance purposes and general accountability.

WHO CAN PARTICIPATE?

Educational personnel, guidance counselors, special education teachers, resource aides at the secondary level and community resource employers.

HOW ARE PLACEMENTS HANDLED?

Simple placement procedures will be explained in orientation sessions, at which time directories of resources, placement and evaluation forms will be available.

- The numbers of students, type of placement, preferred time and occupational areas are determined by educational personnel.
- The CRC operator receives information and "matches it" with appropriate resource (average time for securing placement 3-5 days).
- CRC operator contacts employer to schedule experience.
- To ensure optimal learning, educational personnel are responsible for determining learning objectives; however the CRC offers guidelines for teachers and employers on appropriate activities.
- Special requests will be handled on an individual basis, e.g., special needs students, teacher training, and comprehensive programs.
- Teachers, counselors, and on-site personnel will be responsible for monitoring sites for groups; the CRC will maintain on-going contact with employers.
- Information from evaluation forms will be recorded for future use.

THE ROLE OF STUDENTS

Students will be responsible for:

- Planning for the visit by inquiring about the community resource and its services or product.
- Preparing questions in advance.
- Being prompt.
- Dressing and behaving appropriately.
- Filling out evaluation forms.

THE ROLE OF EDUCATIONAL PERSONNEL

Educational personnel will be responsible for:

- Initially determining the number of students, the amount of site time, and career areas to be explored.
- Contacting and providing the CRC with full information to secure site placement.
- Determining and communicating learning objectives for the experience to the community resource contact prior to the exploration taking place, following pre-determined guidelines.
- Preparing students for the visit.
- Arranging for monitoring at the site.
- Providing CRC with feedback and evaluation forms from student and site monitors.

ROLE OF THE COMMUNITY RESOURCE EMPLOYER

Community Resource Site employers will be responsible for:

- Providing a presentation that will meet learning objectives as determined in collaboration with educational personnel.
- Providing, on request, complete information regarding ability to participate in FEE projects.
- Contacting the CRC to identify students for training opportunities.
- Establishing a main contact person and an alternative within the organization for coordination purposes.
- Providing the CRC with special information on training opportunities and other employment trends that will effect the resource profile.
- Assisting in evaluation processes on a regular basis.

Employers participating in the clearinghouse will refer any individual request to the CRC, and can request "temporary inactive status" when necessary.

THE ROLE OF THE COMMUNITY RESOURCE CLEARINGHOUSE

The Community Resource Clearinghouse will be responsible for:

- Maintaining a Clearinghouse "Hotline" and office at a central location.
- Maintaining an active card listing file on all participating employer sites.
- Receiving and "matching" requests from educational personnel for site participations.
- Contacting employer sites and confirming date, size of group, and name of educational contact responsible for developing learning objectives.
- Assisting employers in designing and promoting special training programs.
- Developing guidelines for educational activities by occupational cluster.
- Recording updated information from students, educational personnel, and employers for future use.
- Referring educational personnel to appropriate in-school departments and private agencies for materials, films and other supportive services.
- Informing educational personnel of training opportunities, site needs, and special resources as they become available.

CRC HOTLINE 753-2284

Worcester Area Career Education Consortium, Inc.
350 Mechanics Tower
Worcester, Massachusetts 01608

THE WORCESTER AREA CAREER EDUCATION CONSORTIUM, INC.

AND

THE CENTER FOR BUSINESS INFORMATION, INC.

REPORT TO

THE CHIEF EXECUTIVES CLUB

SURVEY OF CAREER AND ECONOMIC EDUCATION PROGRAMS

In May of 1978 the Chief Executives Club requested that the Center for Business Information and the Worcester Area Career Education Consortium conduct a survey of career and economic education projects that served the immediate Worcester area.

The staff of the two organizations, with considerable assistance, identified 27 organizations that potentially offered such services, and a questionnaire was sent to each in July.

Many school systems and colleges in the area offer a wide range of career and economic education programs to their students, and call upon the business community for non-financial assistance. Given the extent of these programs, and the time of year, school-based activities will not be reported on until a later date.

In educational terms, few of the organizations reported on here offer extensive career or economic education programs. Rather, the majority offer vocational education and training.

Of the organizations reported on here, few receive substantial financial support from the business community, and it is estimated that businesses provide less than \$200,000 in direct financial support to these programs. Of the school based programs to be reported on later, the majority are tax or tuition supported.

The results of the survey are reported in descriptive form, without any editorial comments from the two organizations. The information provided here is based only on the responses to the questionnaires provided to us by the program operators.

**ORGANIZATION NAME
AND ADDRESS:**

Center for Business Information, Inc.
90 Madison Street
Worcester, Mass. 01608
754-9425

CONTACT:

Ms. Elaine S. Cencak, Executive Director

ESTABLISHED:

1938

BOARD OF DIRECTORS:

Daniel L. DeSantis, Chairman	
Richard F. Wright, Treasurer	
William O. Gardiner	
John J. Henningson	Charles H. Harper
William J. Pearson	Lennart Lindberg
Lester R. Thomas	Charles I. Pentland
Miles R. Weaver	Bruce E. Warner
Eugene J. Applebaum	John R. Williams
Gavin D. Robertson	Samuel C. Davenport

FUNDING:

\$10,000 to \$50,000; 90% business; 10% fees for service

GOALS AND OBJECTIVES:

Promulgate the merits of the American Business System of Competitive Enterprise.

CLIENTS SERVED:

Teachers and Students	(123,500)
Employees	(58,400)
Communities	(45)

SERVICES PROVIDED:

1. Extensive Resource Library of films and other documents.
2. Special courses for teachers, students, and employees designed as needed.

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Success can be measured by the continuation of CBI from its establishment in 1938 to the present. And, by the volume of clients served each year.

SERVICE AREA:

Worcester County

STAFFING:

Executive Director and one staff person

**ORGANIZATION NAME
AND ADDRESS:**

Center for Economic Education
768 Main Street
Worcester, Mass. 01610
755-4314

CONTACT:

Edward P. Mattar, III

PARENT ORGANIZATION:

Central New England College

Program inactive after expiration of foundation grant. "Significant interest on the part of the Trustees and the Administration...to reactivate our involvement in a more expansive way, in economic education."

**ORGANIZATION NAME
AND ADDRESS:**

Economic Education Council of Massachusetts
Lincoln Filene Center
Tufts University
Medford, Mass. 02155
628-5000 Ext. 359

CONTACT:

Dr. Thomas J. Curtin, Executive Director

ESTABLISHED:

1974

PARENT ORGANIZATION:

Not Applicable

BOARD OF DIRECTORS:

Over 100 Trustees

FUNDING:

Over \$100,000 - 30% government contracts;
5% foundations; 65% business

GOALS AND OBJECTIVES:

To promote a better understanding of the
American economy.

CLIENTS SERVED:

700 - 800 elementary and secondary school
teachers; 200 administrators and curriculum
specialists

SERVICES PROVIDED:

1. Teacher training courses
2. Seminars for administrators
3. Direct field services to local school
districts
4. Publication of curriculum materials

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Substantially enhanced economic literacy of
hundreds of teachers; affected economic
competency of students via integrated
curricula. Heightened interest of adminis-
trators in economic education.

SERVICE AREA:

Commonwealth of Massachusetts

**ORGANIZATION NAME
AND ADDRESS:**

Greater Worcester Women's Center
90 Chicopee Street
Worcester, Ma. 01602
752-7063

CONTACT:

Ms. Susan G. Gately

ESTABLISHED:

1977

PARENT ORGANIZATION:

Worcester State College

BOARD OF DIRECTORS:

Not Applicable

FUNDING:

Over \$100,000, Government grants/contracts

GOALS AND OBJECTIVES:

To provide Worcester area women supportive services and to act as a catalyst program.

CLIENTS SERVED:

100 - 200 women per month

SERVICES PROVIDED:

1. Information and referral about services.
2. Para-professional counseling.
3. Community Education.

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Public acceptance of the need for a Women's Center; providing services to a large number of women.

SERVICE AREA:

Worcester and surrounding area

**ORGANIZATION NAME
AND ADDRESS:**

Junior Achievement of Central Mass., Inc.
25 Quinsigamond Avenue
Worcester, Mass. 01605
756-2207

CONTACT:

Mr. Carl Brinnel, Executive Director

PARENT ORGANIZATION:

Junior Achievement of Western, Mass., Inc.

ESTABLISHED:

1978

BOARD OF DIRECTORS:

Norman Monks, President
Rest of Board currently being selected

FUNDING:

\$10,000 to \$50,000
10% Foundation grants; 90% local business

GOALS AND OBJECTIVES:

Teaching young people about the American
economic system

CLIENTS SERVED:

Students 8th grade through college

SERVICES PROVIDED:

1. Assisting students in developing their own business.
2. Courses taught by local business representatives.
3. Advising

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Program has just started locally

SERVICE AREA:

Central Mass. (city and county)

STAFFING:

District Manager in Worcester

**ORGANIZATION NAME
AND ADDRESS:**

Massachusetts Rehabilitation Commission
75B Grove Street
Worcester, Ma 01608
754-1757

CONTACT:

Peter Harvey

ESTABLISHED:

1956

PARENT ORGANIZATION:

State Agency

BOARD OF DIRECTORS:

Not Applicable

FUNDING:

State Agency

GOALS AND OBJECTIVES:

Vocational Rehabilitation of disabled
individuals

CLIENTS SERVED:

1600 per year; all ages

SERVICES PROVIDED:

1. Diagnostic and evaluative services.
2. Vocational counseling.
3. Vocational training (classroom; on-the job)
4. Job Placement

**ASSESSMENT OF
ACCOMPLISHMENTS:**

260 people received successful (training and
placement) services during 1977.

SERVICE AREA:

City of Worcester

**ORGANIZATION NAME
AND ADDRESS:**

Morgan Memorial Goodwill Industries
631 Main Street
Worcester, Mass. 01608

CONTACT:

Ms. Barbara Grover, Supervisor

PARENT ORGANIZATION:

Morgan Memorial Goodwill (Boston)

ESTABLISHED:

1968

BOARD OF DIRECTORS:

John Dolan	Malcolm Newell
Hilda Holbrook	Wayne Sutcliffe
Dennis Midgorden	Henry Helms
John Determan	John Boone
Shepard Brown	Arthur Burke
Byron Churchill	Vincent Clarke
John Collins	Malcolm Cook
John Curran	Jessie Danielson
Robert Day	Merwin Dixon
Robert Dobbryn	Richard Driscoll
Charles Elmes	David Fausch
Wendell Freeman	John Griffin
Virginia Harris	Stephen Howe
Frances Jacobs	Lowell Kingsley
Edward Leitz	Wallace McMeel
Thomas O'Brian	Joseph Selame
Robert Selle	Richard Silverman
Eleanor Smith	Henry Waller

FUNDING:

Over \$100,000. 75% fees for service,
20% individual and business contributions,
5% government grants and contracts.

**GOALS AND
OBJECTIVES:**

To provide vocational evaluation, work
adjustment, and job placement to handi-
capped clients. To provide sheltered
work experience to clients on a semi-
permanent basis.

CLIENTS SERVED:

Average 150 per year. Median age 25.
Emotionally disturbed (45%), mentally
retarded (30%), physical impariments (25%)

SERVICES PROVIDED:

1. Comprehensive work evaluation.
2. Vocational assessment and exploration.
3. Personal adjustment training.
4. Activities for daily living.
5. Clerical & janitorial training.
6. Job seeking skills and job placement.

**ASSESSMENT OF
ACCOMPLISHMENTS:**

150 clients received evaluation,
adjustment or placement services.
35 were placed in competitive em-
ployment.

SERVICE AREA:

Worcester and Worcester region.

STAFFING:

Supervisor and nine staff.

**ORGANIZATION NAME
AND ADDRESS:**

Mohegan Council, Boy Scouts of America
75 A Grove Street
Worcester, Mass. 01605
752-3768

CONTACT:

Harold J. White

ESTABLISHED:

1910

PARENT ORGANIZATION:

Boy Scouts of America

BOARD OF DIRECTORS:

45 Member Board

FUNDING:

Over \$100,000, from United Way & Business.

**GOALS AND
OBJECTIVES:**

EXPLORER PROGRAM

Providing career information and career
exploration to area youth.

CLIENTS SERVED:

600-800 high school students per year.

SERVICES PROVIDED:

Developing career clubs in area businesses
based on careful analysis of students'
interests.

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Fairly successful based on community
acceptance and support, and on number
of students served.

SERVICE AREA:

Central and Southern Worcester County.

**ORGANIZATION NAME
AND ADDRESS:**

National Alliance of Business
370 Main Street Guaranty Bank
Worcester, Mass. 01608
753-2991

CONTACT:

Paul J. Gallo

ESTABLISHED:

1968

PARENT ORGANIZATION:

National Alliance of Business

BOARD OF DIRECTORS:

Thomas Barrette	Edward Starr
Joseph Eid	John Flynn
A. Douglas Haddad	Charles Harper
Thomas Hourihan	Donna Ingalls
Samuel Lapriore	Edwin Label
Robert Lea	Raymond Lonney
Paul McNamara	James Mercanti
Tohmas Moroney	Julius Palley
Charles Paquette	Loring Saltus
Bessie Stark	Joseph Tancrell
John Hutchings	

FUNDING:

Over \$100,000. 98% government grants
and contracts. 2% business.

GOALS AND OBJECTIVES:

Service to the disadvantaged, veterans,
and needy youth in the Worcester area.
Maximize the amount of federal dollars
into private for profit business.

CLIENTS SERVED:

400

SERVICES PROVIDED:

1. On-the-job training.
2. Coordinating referral procedures
between DES and organizations.
3. Awareness training to line supervisors.
4. Job development and placement.

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Over 600 businesses and 400 clients served.
Disbursement of approximately \$1,000,000
of on-the-job monies.

SERVICE AREA:

Worcester and area.

**ORGANIZATION NAME
AND ADDRESS:**

Worcester Area Career Education Consortium, Inc.
Suite 350 Mechanics Tower
Worcester, Mass. 01608
753-2924

CONTACT:

Robert J. Sakakeeny, Executive Director

ESTABLISHED:

1975

BOARD OF DIRECTORS:

Richard Lane, President	
Michael Ahearn	Robert K. Butler
William Housh	Dr. John Connor, Jr.
Marjorie Cutting	Rev. Martin Donahue
Catherine Hopkins	Dr. Francis Driscoll
Malcolm MacLeod	John Englested
Elaine Cencak	Dr. Lawrence Fox
Alfred Cotton, Jr.	Janet Slovin
James Metcalf	Arthur Chase
Charles Pentland	David Forsberg, Jr.
Arthur Pingalore	Francis J. McGrath
Matthew Stepanski	Richard Boulanger
Clark Sundin	David O'Toole
William J. Whipple	Andrew Gonyea
Rev. Georges L. Bissonnette	Charna Lewis
William Short, Jr.	Shirley McLean

FUNDING:

Over \$100,000, 95% government contracts;
5% local business

GOALS AND OBJECTIVES:

To support, assist and coordinate activities
of those organizations providing career
education services to area citizens.

CLIENTS SERVED:

Area elementary and secondary school systems
Community based organizations
Area business and other employers

SERVICES PROVIDED:

1. Research and development of issues related to education, training and employment.
2. Training of personnel implementing career education.
3. Program design and implementation.
4. Centralized Community Resource Clearinghouse for linking students with employers.
5. Advising State and Federal agencies on local issues.

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Evaluation specialist constantly monitoring
progress of the Consortium - reports available
on request.
Identified strength: Bringing diverse resources
together to work on common problem of students
being unprepared for entry into the workplace.
Identified weakness: Services currently limited
to relatively small percentage of institutions
in area that need assistance.

P. 2 WACEC (continued)

SERVICE AREA:

City of Worcester and immediate area

STAFFING:

Executive Director and 5 staff

**ORGANIZATION NAME
AND ADDRESS:**

Worcester-Dynamy
57 Cedar Street
Worcester, Mass. 01609
755-2571

CONTACT:

S. Paul Reville, Executive Director

ESTABLISHED:

1968

PARENT ORGANIZATION:

Dynamy, Inc.

BOARD OF DIRECTORS:

E. William Housh, President	
Sandra Landau, Vice President	
Edward D. Simsarian, Treasurer	
Charles Allen	James Barnhill
Helen Bowditch	G. Edwin Brown
Wayne Clemens	Joan Collins
Carolyn Crane	Nathaniel Gardiner
Harry G. Haskell	Robert K. Massey
Zoe Ostrow	Roger Page
Deborah Scott	Alan Silberberg
Robin F. Spaulding	

FUNDING:

Over \$100,000, fees for service; foundation grants; individuals and business donations

GOALS AND OBJECTIVES:

1. To foster growth in young people.
2. To accelerate the maturing process.

CLIENTS SERVED:

40 - 60 youth per year, aged 17 - 22
variety of backgrounds, predominantly middle-class

SERVICES PROVIDED:

1. Outdoor challenge program
2. Internships (one year and half year programs; several programs in collaboration with Clark University)
3. Counseling
4. Group work on attitudes, values, skills

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Very successful

SERVICE AREA:

Worcester; Northeastern United States

STAFFING:

Executive Director and 4 staff

**ORGANIZATION NAME
AND ADDRESS:**

Worcester Opportunities Industrialization, Inc.
701 Main Street
Worcester, Mass. 01608
755-1274

CONTACT:

Ronald S. Scott, Executive Director

ESTABLISHED:

1975

PARENT ORGANIZATION:

OIC of America, Inc.

BOARD OF DIRECTORS:

Not Returned

FUNDING:

Over \$100,000 per year, majority of funds from Government contracts; balance from local business

GOALS AND OBJECTIVES:

Providing pre-vocational and skill training for CETA participants.
Providing pre-vocational and skills training for economically disadvantaged youth, women, older workers, veterans and individuals with limited English speaking ability.

CLIENTS SERVED:

Total enrollment of 350 in current year. Predominantly economically disadvantaged, young, female.

SERVICES PROVIDED:

1. Basic and remedial education
2. Career awareness and employment oriented motivation and attitude development
3. Academic and vocational testing
4. Job development and placement services
5. Counseling - individual and groups

**ASSESSMENT OF
ACCOMPLISHMENTS:**

Insufficient information provided

SERVICE AREA:

City of Worcester and 13 contiguous towns

INFORMATION ON OTHER ORGANIZATIONS SURVEYED BUT NOT REPORTED ON

Big Brothers/Big Sisters of Worcester County	No return
Citizen Resource Center	Provides training and assistance to community representatives wanting to become involved in educational affairs. No direct career or economic education activities.
Friendly House	Reported on educational programs available; no significant career or economic education activities.
Worcester Diocesan Schools	To be reported on later.
Y.O.U., Inc.	No return - See report on CETA
YWCA	No return. Career counseling for women.
Worcester Multi-Service Center	Determined to be inactive.
Worcester Girl's Club	No return. See report on CETA.
Career Education Training Center	To be reported on later.
Quinsigamond Community College	To be reported on later.
Jewish Community Center	Determined to have no career or economic education programs.
Career Development Center	Determined to be inactive.
Division of Employment Services	See report on CETA.

SPECIAL REPORT

City Manager's Office of Manpower Planning
Worcester Manpower Consortium
Comprehensive Employment and Training Act (CETA)
340 Main Street
Worcester, Mass. 01608
757-2748

Francis McGrath CETA Prime Sponsor David O'Toole CETA Director

The federal government, through the Department of Labor, disburses in excess of \$11 billion per year on CETA programs. The majority of the funds are disbursed to local communities on a formula basis through 450 Prime Sponsors.

The Worcester Manpower Consortium is responsible for CETA programs in the city of Worcester and 12 surrounding towns. Current funding for a wide range of programs is in excess of \$22 million for the area, with approximately 70% for activities in the city and 30% for the suburban towns.

The goal of the organization is to offer employment opportunities for economically disadvantaged unemployed and underemployed residents through on-the-job training, classroom occupational training, and work experience.

The bulk of the monies are spent on the Public Service Employment (PSE) program, which is designed to place unemployed individuals in jobs in the public sector. The PSE program is, technically, treated as a separate aspect of the overall CETA administration.

Training and work-experience programs are operated by schools and community organizations under contract to the CETA administration. Of the organizations surveyed for this report, the majority receive a substantial amount of their funding from the local or national CETA administration.

In addition, a number of school based programs to be reported on at a later date are also supported by CETA funds, some of the counseling and placement activities of the Division of Employment Security are run in conjunction with CETA. The Career Education Consortium itself receives CETA funds from the Department of Labor and the State, although not from the local CETA administration.

Recent state and federal policy decisions also require that occupational and vocational education grants be coordinated with CETA activities, and a large number of Worcester area school based programs not funded directly by CETA are funded through these sources.